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ABSTRACT

An on-site evaluation of the Miccosukee Day School (renamed Miccosukee Indian School) was conducted on June 4 and 5, 1975. Focusing on the education requirements of the Fiscal Year 1975 Contract, this on-site evaluation determined if the school's educational program was meeting its goals and objectives. Areas previously audited were designated as "consistent"; in some cases, additional information was provided. Areas which did not meet contract specifications were designated "discrepancy" and explained. The evaluation found the school's operation consistent with the contractual obligation. The evaluators found that progress was being made toward a transition to junior high school. With an improved curriculum, it was hoped that the total school program would be ready for an accreditation consideration. The Native Language Program was undergoing experimental phases and a well-sequential language development was expected soon. Native cultural models and Native teacher aides were brought in as a part of the instructional program and were utilized both by students and teachers. Although the programs for the year were less than adequately coordinated, a new attempt at coordination was currently proceeding as part of a curriculum re-planning project. Overall the project had substantially reached its goals for the year. (NQ)

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RESEARCH AND EVALUATION REPORT SERIES NO. 06-B

EVALUATION REPORT

MICCOSUKEE INDIAN SCHOOL
MICCOSUKEE, FLORIDA
JUNE 4, 5, 1975

EVALUATION TEAM

CY MAUS; PRINCIPAL, MICCOSUKEE INDIAN SCHOOL

STEPHEN M. FAIN; PROFESSOR, FLORIDA INTERNATIONAL UNIVERSITY

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EVALUATION REPORT
MICCOSUKEE DAY SCHOOL
JUNE 4, 5, 1975

Introduction

The following represents the on-site evaluation of the Miccosukee Day School (now known as the Miccosukee Indian School) conducted on June 4 and 5, 1975. This on-site evaluation was conducted in accordance with the contract agreement for annual evaluation to determine if the educational program of the Miccosukee Indian School is meeting the goals and objectives of the School as outlined on page 2 of this report.

The evaluation team consisted of:

Dr. Cy Maus, Principal
Dr. Gene Leitka, BIA, Evaluation Division
Dr. Stephen M. Fain, Florida International University--
mutually agree to third party

The focus of this evaluation effort was Part 100.1-Education Requirements of the FY 1975 Contract. Areas previously audited are so designated a Consistent and in some cases additional information will be provided. Areas which do not meet contract specification will be designated Descrepancy and explained.

The final phase of this evaluation will consist of a summary of findings and a set of recommendations.

Summary

The evaluation team reviewed the contents of the current contract in terms of its consistencies and discrepancies in the operation of the Miccosukee Indian School. The study found the operation of the school consistent with the contractual obligation and has developed plans to improve existing operational program. A new curriculum planning is underway with teachers and community people involved. The plan is to be implemented in the school year 1975-76. The evaluators found that progress is being made toward a transition to junior high school. With an improved curriculum, it is hoped that the total school program will be ready for an accreditation consideration. The Native Language Program is undergoing experimental phases and a well-sequential language development is expected soon. Native cultural models and Native teacher aides have been brought in as a part of the instructional program and are utilized both by students and teachers. The various Title programs aiming at the same target population as that of the regular school program has given rise to management problems in coordinating them to their maximum benefit. Teachers have expressed a feeling of insecurity stemming from the non-contractual relationship they have with the Miccosukee Tribe, which could result in the weakening of teacher commitment to the total program. Five recommendations were forwarded by the evaluation team following a two-day on-site visit to Miccosukee Indian School on June 4, 1975.

Part 100.1 - Education Requirements

100.1-1 Contracting Authority - Consistent

100.1-2 Scope of Contract - Consistent

100.1-3 School Operations Facility - Consistent

K-6 basic education facility consisting of two large classrooms, office space for principal and secretary, one reading laboratory, a walk-through kitchen and adequate storage space. The School also has use of the Tribal all purpose building and the surrounding grounds for activity fields.

100.1-4 Number of Indian Students to be Provided Education Services - Consistent

The enrollment for the FY '75 holds at approximately 40 students. During the school year enrollment has dropped as low as 38 students and risen to as many as 48 students. (17 students at primary levels and 23 students of upper elementary level.)

100.1-5 Personnel Standards - Consistent

The Personnel of the Miccosukee Day School (now renamed the Miccosukee Indian School by the School Board) is staffed in the following way:

1. Principal - Dr. Cyrin Maus - appointed 2/75 by the School Board and the Business Council.

2. Regular Classroom Teacher:

   a. Ms. Helen Jo Sykes - Primary Teacher holding Florida certificate (B.S.)

   b. Mrs. Evelyn Zalmanovitch - Upper Elementary Teacher holding Florida certificate (M.S. Ed.)

3. Resource Teacher:

   c. Reading Specialist - Patti Ragan (B.S.) holding Florida certificate (Title I).

   d. ESL Teacher - Edwina Litwin Hoffman (B.S.) holding Florida certificate

   e. Resource Line Divided among several efforts

      1. Sewing - Mary Carlson (4 hrs/wk)

      2. Woodworking - Shim Carlson (4 hrs/wk)

      3. Cooking - Mary Carlson (4 hrs/wk)

      4. Music - Hank Wollak (4 hrs/wk)

      5. Physical Education - Unfilled at present

      6. Art - Not presently filled

   f. Cultural Resources (Miccosukee people designated via Title IV, to provide cultural authenticity to school efforts)

      1. Henry Bert, Sr.

      2. Henry Clay

      3. Annie C. Billie

      4. Annie Bert

g. Assisting Miccosukee Teachers

1. Jenny Billie - Title VII

2. Judy Jim Osceola - Title VII

3. Louise Bert - Title I

4. Doris Bert - By Local Contractor

4. Other Staff

a. Joan Thorpe - Secretary

b. Juanita Jimmie - Attendance Officer

c. Stanley Frank - Bus Driver

d. Margie Sanders - Cook

e. Custodial Services provided by local contractor

100.1-6 Length of School Year and Day - Consistent

100.1-7 Teaching Load and Class Size - Consistent

100.1-8 Direction of School Operation by Contractor - Consistent

100.1-9 Curriculum

A curriculum Planning Group (CPG), made up of members from the Tribal council, School Board, Community at Large and Department Heads, presented to the school, a formula by which one-half of the school program would involve tribally-oriented program and the other half would be designed to prepare the students to cope with non-Indian lifestyle through a regular program. There appears to be a need for clarification of what the CPG's intent actually was when they stipulated the one-half Indian program. Teachers and administrators are not certain whether that one-half meant the curriculum content, the number of staff, or some other part of the school program. Nevertheless, the staff and the principal have planned to re-design the entire school curriculum. The new approach is to place emphasis on training teacher aides to become more active in the classroom and more emphasis on communication with community people. The administration is attempting to identify more clearly the expectation of the total school program by the parents. A culturally oriented program is in progress in the classrooms through some of the Title programs.

As a part of the total program, the school has "Cultural Model" concept, under which Indian adults are a part of the instructional program. Two men and two women of high status in the communities have been brought to school under the Culture program. Their roles in the community place them in high respect from students and members of the communities. These people deal primarily with traditional type activities that occur among Miccosukee Indians.

100.1-10 Food Service - Consistent

The food service operation is well equipped and maintained. The menu is prepared locally and appears to meet all nutritional requirements.

100.1-11 Student Transportation Service - Consistent

100.1-12 School Attendance Requirements - Consistent

The Attendance Officer operates an investigation and follow up program.

100.1-13 Records - Consistent

This section refers to a wide range of records. Budgets were seen as were student records and inventories. All records are maintained in steel fireproof files in the school and at the clinic or Contractor's office.

100.1-14 Reports - Consistent

Copies of Quarterly Reports are on file and indicate consistency with the contract requirements.

GOALS FOR THE MICCOSUKEE DAY SCHOOL

1. Prepare children to enter junior high school - at present, intown; eventually here near the Day School. In the meantime, to work toward establishing a junior high school program.

2. Teach children about their own culture as well as the dominant culture, patterns of behavior, beliefs, customs and history.

3. Teach Miccosukee and English languages and to use both languages as media of instruction.

4. Teach children to be a participating member of the Tribe, knowing, respecting and understanding tribal government.

5. Teach children about the democratic process and their special rights as Indian people as recognized by the State and Federal government.

6. Acquaint children with the improtance of education as preparation for a vocation and as a means of developing skills to earn a livelihood.

7. To teach health education with special emphasis upon the prevention of health problems persistently encountered by the tribe.

Program Objectives

The current program objectives remain the same as they were for FY '73. However, those same objectives have been expanded and more emphasis are being placed on the community people involvement. With the creation of the Curriculum Planning Group (CPG), taking on the role of an advisory committee and also as the advisory to the development of materials, it is providing the leadership in the development of cultural aspect of the program and the parental involvement has somewhat decreased. In addition to the four community elders selected as the cultural transmitters under the Title IV program, Title VII and Title I programs also stress bilingual education and ESL. A Miccosukee Language program is currently in progress. This is discussed in another part of the report.

Accreditation Process

The process of getting accreditation for the Miccosukee Indian School appears to be at a standstill momentarily. Major part of the reason being that the staff would like to re-vamp the total curriculum program that would meet requirements for a school accreditation.

Quarterly Reports

As specified by the contract, school officials have made periodic reports to the tribal contracts office to Mr John Adams.

Personnel Development

A unstructured approach to inservice training of personnel under the administration of the school has been conducted. Under the Title VII program, teacher aides were trained in literacy of their native language. Teachers were also introduced to methodologies and techniques of utilizing the Management By Objectives (MBO). In FY '74, teachers were also given some training in linguistics in terms of sensitizing them to the differences that exist in learning a foreign language. A Program has been worked out for the teacher aides to receive college credit for the work being done at Miccosukee School.

Transition to Junior High School

The contract stipulates that plans should be under consideration for the Miccosukee School to move toward becoming a junior high school. It was reported the Upward Bound program, which will terminate in June 1976, has been actively playing the role of establishing a foundation that is generally needed by the Indian students to make the transition from their local school to the public schools. It was believed by the administration that a junior high school plan of some kind will be developed by June 1976. Some teachers felt several of the students at the Miccosukee School were actually performing at the seventh and eighth grade level while still in the sixth grade and felt many students were prepared for junior high..

Miccosukee Indian Language

In 1972, Mr. David West, a consultant in linguistics helped develop the writing system of the Miccosukee language for the school, after which, the material was tested by actual application. Many changes had to be made, as reported. Through trial and error, an acceptable orthography of the Miccosukee language was developed. This again was tested by actual application and a year later, material at the first grade level was introduced to the classroom.

A phonetic approach is being utilized to teach the language, mainly, because of the high inflected words in the language. Familiar words to the children are used and other associated terms are added to explain the vocabulary in the reading and recognition. It was reported that a well sequenced program has not been developed but enough material has been developed to take the lessons through the second grade. The program is being generated through the Title VII program.

Enrichment Program

As a part of the total educational program, the students have enjoyed field trips that included re-tracing the historic Miccosukee trek that brought them to their present location. Students have taken organized trips to cut cypress poles, collect palmetto fibers and swamp cabbage. A visit was made to the Miami Herald News offices. Teachers appeared to have much freedom to decide field trips for their students. An air travel was enjoyed by the students to Cherokee, North Carolina to visit the Cherokee people and their school.

Recommendations

1. It is apparent that a program coordinator is seriously needed to assist the principal with the various programs that are in progress at the school. Many programs appear to be creating confusion and problems for the teachers and administrators. The coordinator would be responsible for establishing clear directions of each of the programs and assist in assignments and scheduling all persons who are within the scope of each of the programs, i.e., Title IX, Title VII, Title I, etc.

2. It is apparent that early in May of every year, traditional activities among the Miccosukee people require the children to spend great amount of their school time at home in preparation for traditional ceremcnies. These activities virtually put an end to the school year, with actually few weeks left of school. Apparently, the parents feel it very important that the children assist in preparation and participate in the ceremonies. It was agreed by the evaluators that the two contracting agencies should reach an agreement concerning the situation above.

   The following may provide some alternatives for consideration.

   a. The students are in a learning situation in their own lifestyle which their parents feel is an important part of their education.

   b. The BIA's requirement of 180 school days attendance of all students places constraints upon the school staff to try to continue school without the presence of a majority of the students. An agreement between the two contracting agencies is needed whether to:

      (1) continue with the same school calendar and place on record majority of the students of not attending school approximately the last three weeks of school;

      (2) account for all the students being present while they attend their ceremonies as a part of instructional program, or;

      (3) start school early in August of every year and dismiss school early in May or late April and get in 180 days of school.

3. It was agreed by the evaluators the curriculum should undergo changes in terms of restructuring overall goals, short term objectives, specific objectives and behavioral objectives of the students. Some felt the revamping of the curriculum should supercede all other recommendations. A new commitment on the part of the staff should be a major role in a newly designed curriculum. A change from the authoritarian approach to teaching to that of student-teacher partnership learning approach.

4. A clarification on the part of both contracting agencies is need to ease the minds of the teaching staff regarding their positions as teacher-employees. An insecure feeling prevails among the teachers in not

4. (Continued)

knowing whether they will have continued employment at the school from day to day. They contend they have no yearly contract with the Tribe and are not under the Civil Service Employment status under BIA. This insecurity could very well lead to less commitment to the program from fear of losing jobs. It appears that even a one-year contract (12 months) should be put in effect to ease the minds of the teaching staff so they may concentrate more fully on teaching.

5. This recommendation was forwarded by the evaluation team of FY 73-74. It is being added here for a continuation of efforts to accomplish the task. A suggestion for correlation of the reading programs in the regular classrooms with the Title I programs was made so that each student will be reinforced in the reading skills being taught. There appears to be an overlapping of skills being taught and, at times, a lack of coordination among the programs.

APPENDIX

Organizational Chart

Tribal Council

Miccosukee Tribal Corp. Business Council

School Board

Head Start Elem. School Upward Bound Adult Education

Title IV Title I Title VII Learning Center

Culture Program
2 Males, 2 Females
Green Corn Dance Authorities

Resource Persons
Practical Arts Positions

- Sewing
- Woodwork
- Cooking
- Extension (Home Ec.)
- Music
- P. E.
- Art.

Academic Staff

Principal

Secretary

Teacher Teacher

Res. Teacher (Read) Res. Teacher (ESL)

1740 Aide Title VII Aide

Title I Aide Title VII Aide

Ideas and suggestions from the older group of children in the Miccosukee Indian School. (In this instance these questions were made by boys.)

MAKE SCHOOL BETTER

1. Bigger - More Grades - So people can stay here to 12th grade.
2. Swimming Pool
3. Another Gym because there are not enough seats.
4. More basketball games. Play against anybody - Coral Park, Hollywood, etc.
5. Riflery - More guns - Target Practices at Trail Glades Range. Contests for marksmanship (Teacher's note: Most of the boys are good shots.)
6. Get more plastic models of planes, cars, etc., to work on.
7. Track and Field events, weight-lifting, boxing, wrestling (Teacher's note: Organized Gym or Sports Program)
8. Have a good breakfast - Hot breakfast.
9. Let kids use Park's bows and arrows more.
10. Driving lessons
11. Assemble real go-karts and/or mini-bikes.
12. Comic books to take home and read. Lots of comic books because that's what kids read most.
13. More Older-level books. Many books too babyish.
14. Notebooks - Spiral kind or looseleaf.
15. New Guitars - More Guitars
16. Better fish and more aquariums.
17. More Dictionaries, Encyclopedias, and Thesaurus and "How it works" type books.

    a. Tell-Me-Why?

BUREAU OF INDIAN AFFAIRS
TITLE I - ESEA

Eastern
(Area)

LEA ANNUAL REPORT
FY 19 75

English and Reading Project
(Title of Project)

Miccosukee Corporation
LEA

LEA Representative

P.O. Box 440021, Miami, Fla 33144
Address

(305) 223-8380
Phone Number

Type of School: (1) Elementary X (2) Jr. High ____ (3) High School ____

(4) Day X (5) Boarding ____ (6) Boarding & Day ____ (7) On-Reservation X

(8) Off-Reservation ____ (9) Cooperative ____ (10) Contract School X

(11) Mission School ____

Report Noted By - PAC: Margaret Billie
(Signature)

LEA Responsible Official: Cyprian Thomas
(Signature)

Area Title I Coordinator: Cyprian Thomas
(Signature)

BUREAU OF INDIAN AFFAIRS
TITLE I - ESEA

Item 1. Project dates: Beginning July 1, 1974 Ending June 30, 1975

2. Project Funds:

	Final Allocations	Final Expenditures
Workorder # 122	$ 36,655.14	$ 36,655.14

3. Students:

	Final
a. Number eligible for assessment	48
b. Number of students in Project (Unduplicated Count)	48
c. Cost Per Student	

4. Number of Parent Council Members: 3 No. of meetings held during the year: 6 Average No. of PAC members attending each meeting: 3. Parent Council Expense:

Per Diem _____ Travel _____ Other _____

Actual Total _____.

5. Title I Administrative Staff: Those Title I funded staff members providing administrative services necessary for operation of the project.

	Final Approved Number (FTE)*	Actual Salary Cost
a. Coordinator		
Clerk	1	0
Other (Bookkeeping)	1/4	$2163.00
*(Full Time Equivalent) (School Secretary)	1/8	628.60
b. Admin. Office Cost		
c. Admin. Travel Cost		58.00
d. Total (A+B+C)		-
e. Contract Fees		2849.60
		-

Item 6. Dissemination:

List Methods Used	Actual Cost
Bulletin	$96.00
TOTAL:	$96.00

Item 7. Full time equivalent employees funded by Title I providing direct services to target students in either Instructional/Supportive services.

	KIND	ACTUAL FTE	ACTUAL SALARY COST
A.	Teacher, Reading	1	$15,612.28
	" Language	(approx.) 1/2	7,377.74
	" Math		
	" Special Education		
	" Social Studies		
	" Science		
	" Remediation/Resource		
	" Tutor		
	" Speech Correction		
	" Student Services		
	A- TOTALS		22,990.02
B.	Aide, Reading	1	10,135.58
	" Language		
	" Math		
	" Special Education		
	" Social Studies		

		ACTUAL FTE	ACTUAL SALARY COST
Aide,	Science		
"	Remediation/Resource		
"	Tutor		
"	Speech Correction		
"	Student Services		
"	Attendance		
"	I. M. C.		
"	Library		
	B- TOTALS		$10,135.58
C. TOTALS OF A + B:			33,125.60

Item 8. Inservice Training:

PROVIDED BY:	PARTICIPANTS				COST
	Teachers	Aides	Supervisors Admin.	Parents/ PAC	$
U. Miami Consultants	2	1			--
Miami Dade Community College		1			
TOTALS:	2	1			0

Item 9. Expense for all Components:	Final Allocation	Actual Expenditures
a. Hardware/Replace/Repair		
b. Software	$150.00	$149.09
c. Materials/Supplies	550.00	434.85
d. Other/Freight		
TOTAL:	$700.00	$583.94
Item 10. Building/Site Preparation		
a. Remodeling		
b. Rental		
c. Purchase		
TOTAL:	0	0

Item 11a.

BUREAU OF INDIAN AFFAIRS
TITLE I - ESEA

ACHIEVEMENT SUMMARY
COMPONENT: Reading/Language

Complete this page for each Academic Service in the Component.

ACADEMIC DEFICIENCY (1)	Target Group (2)		Mean Score +(3)		Average Months In Project (4)	Mean Amount of Growth with Title I (5)	Mean Expected Growth Without Title I (6)
	Grade Level	Number	Date Pre-Test	Date Post-Test			
Reading	Primary	15	9/74/74 1.5	May 1975 2.44	8	9.4 months	4 mos.
Reading	Upper Elem.	25	9/74 3.8	May 1975 4.6	8	8 months	4 mos.
Language (ESL)*	Primary	15	9/74 1.6	May 1975 2.4	4	8 months	4 mos.
Language (ESL)*	Upper Elem.	25	9/74 4.1	May 1975 4.5	4	4 months	4 mos.

*See next page for other test results (instructional program began in Jan. 75)

+CAT results reported on this sheet with "Language" Score used as indicator of growth as measured by standardized test.

11b.

BUREAU OF INDIAN AFFAIRS
TITLE I - ESEA

ACHIEVEMENT SUMMARY

COMPONENT: Language

ACADEMIC DEFICIENCY (1)	OBJECTIVE(S) (2)	TARGET GROUP # (3)	Gains and effectiveness comparisons relative to objective(s). (4)
Language (ESL)*	4 mo. growth for 4 mo participation	20 of 48 children from group (see note* below)	Median growth of 3.5 mo. (from 0.23 to 0.58)

*Component was written into the program by amendment to the original proposal and did not begin until January - thus 4 months was the maximum extent of participation between pretest and posttest; report touches only those in the target group who were functioning at a low enough level to be tested on the MORENO, Oral English Proficiency Placement Test. See attached (Appendix A for further details.)

ITEM 12. LEA ANNUAL REPORT

Gains of students participating in Title I Reading/English (Academic Area) programs.

Miccosukee Corporation (Name of LEA) Eastern Area (Area)

a. Number of Students by Grade Level

Gain in yr.Equiv.	1	2	3	4	5	6	7	8	9	10	11	12	Un-graded *	Total
.0													1/3	1/3
.1-.2													5/7	
.3-.4													4/6	
.5-.6													3/5	
.7-.8													3/3	
.9-1.0													6/4	
1.1-1.2													7/4	
1.3-1.4													3/2	
1.5-1.6													1/0	
1.7-1.8													1/0	
1.9-2.0													1/0	
2.1-Up													0/1	

b. FTE staff involved One Reading/ 1/2 ESL (Teachers/Specialists/Aides)

c. Facility used: Classroom provided by Regular Program X Title I ____

d. Method of instruction: Small Group X Prescriptive ____ Prepared Program ____

e. Average weekly participation by students: 150 min. Reading; 140 min. ESL (Minutes)

*Numbers reported first for Reading Component, then for Language (English As a Second Language). Program as measured on CAT; thus one child in the ungraded school showed no improvement in reading and 3 showed none in Language, 5 in reading and 7 showed.1-.2 months etc.

Item 13. Evaluate Inservice Training Provided.

Item 14. Describe and evaluate Parent Council involvement and other parental involvement. (Refer to Item 4 in LEA Evaluation.)

Item 15. Overall analysis of project.

As per observations deriving from monitoring visit, the programs for this FY seem to have been less than adequately coordinated. Therefore, a new attempt at coordination is currently proceeding as part of a curriculum re-planning project. Hopefully, schedules, diagnostic prescriptive procedures and integrative measure will be elaborated to assure greater success of the Title I goals. Even so, however, it may be judged that the median growths shown on the testing falls within acceptable norms. Accordingly, it is hereby submitted that the Miccosukee project has substantially reached its goals for the fiscal year just completed.

See attached (as Appendix A) the report submitted by the ESL Teacher.

(Use additional pages if needed.)